

**House File 784 - Introduced**

HOUSE FILE 784  
BY COMMITTEE ON EDUCATION

(SUCCESSOR TO HSB 137)

**A BILL FOR**

1 An Act relating to education, including by modifying provisions  
2 related to mathematics instruction, practitioner preparation  
3 programs, and the duties of the director of the department of  
4 education.

5 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

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1 Section 1. Section 256.9, Code 2025, is amended by adding the  
2 following new subsections:

3 NEW SUBSECTION. 69. Develop and distribute to school  
4 districts, accredited nonpublic schools, charter schools, and  
5 innovation zone schools family-centered resources to support  
6 student development of mathematics knowledge at home.

7 NEW SUBSECTION. 70. Provide teachers who are employed by  
8 schools most in need of support, as identified by the department,  
9 with evidence-based professional development services related  
10 to implementing high-quality mathematics instruction. When  
11 determining whether a school is in need of support under this  
12 subsection, the director shall consider the level of mathematics  
13 proficiency attained by students enrolled in the school and the  
14 amount of resources available to the department to provide the  
15 professional development services.

16 NEW SUBSECTION. 71. Develop and distribute to school  
17 districts, accredited nonpublic schools, charter schools, and  
18 innovation zone schools a comprehensive state mathematics  
19 plan that is designed to increase the level of mathematics  
20 proficiency attained by students using systematic and sequential  
21 approaches to teaching subitizing, cardinality, object counting,  
22 verbal counting, spatial relationships, benchmark numbers, and  
23 part-part-whole models.

24 NEW SUBSECTION. 72. Develop and publish on the department's  
25 internet site a list of valid and reliable mathematics screeners  
26 that may be used by teachers to identify students enrolled  
27 in kindergarten through grade six who may require additional  
28 instruction or support in mathematics.

29 Sec. 2. Section 256.16, subsection 1, Code 2025, is amended  
30 by adding the following new paragraph:

31 NEW PARAGRAPH. o. Include preparation in methods for  
32 teaching mathematics. A higher education institution providing  
33 practitioner preparation may satisfy this requirement by  
34 requiring students admitted to an approved practitioner  
35 preparation program who will be teaching mathematics to students

1 enrolled in kindergarten through grade twelve to complete  
2 mathematics methods coursework and demonstrate competency in  
3 number sense, learning progressions, conceptual understanding,  
4 and procedural fluency and application in mathematics, including  
5 the implementation of high-quality instructional materials  
6 aligned to Iowa academic standards for mathematics.

7 Sec. 3. NEW SECTION. **279.68A Student progression —**  
8 **mathematics proficiency.**

9 1. Each school district shall assess all students enrolled in  
10 kindergarten through grade six at least three times each school  
11 year to determine the students' level of mathematics proficiency  
12 by administering a mathematics screener that is on the list  
13 developed by the department of education pursuant to section  
14 256.9, subsection 72.

15 2. If, as the result of the assessments administered pursuant  
16 to subsection 1, a school district determines that a student is  
17 persistently at risk in mathematics, the school district shall do  
18 all of the following:

19 a. Assess the student's level of proficiency in mathematics  
20 at least every other week and implement mathematics interventions  
21 and supports.

22 b. Develop, in consultation with the student's parents  
23 or guardians, a personalized mathematics plan that identifies  
24 interventions and supports that will be used to help the student  
25 achieve proficiency in mathematics.

26 c. If the student is meeting expectations related to  
27 increases in the student's level of mathematics proficiency,  
28 provide the student with small group interventions.

29 d. If the student is not meeting expectations related to  
30 increases in the student's level of mathematics proficiency,  
31 provide the student with intensive interventions.

32 3. A school district shall provide the assessments, plans,  
33 and interventions described in subsection 2 to students enrolled  
34 in kindergarten through grade six who are persistently at risk  
35 in mathematics until the student performs at benchmark on the

1 statewide summative assessment in mathematics or until the  
2 student performs at benchmark on two consecutive assessments  
3 administered pursuant to subsection 1, whichever occurs first.

4 4. For purposes of this section, "*persistently at risk*"  
5 means the student has not met the grade-level benchmark on two  
6 consecutive assessments administered pursuant to subsection 1.

7 5. The state board of education shall adopt rules pursuant to  
8 chapter 17A to administer this section.

9 Sec. 4. STATE MANDATE FUNDING SPECIFIED. In accordance with  
10 section 25B.2, subsection 3, the state cost of requiring  
11 compliance with any state mandate included in this Act shall  
12 be paid by a school district from state school foundation aid  
13 received by the school district under section 257.16. This  
14 specification of the payment of the state cost shall be deemed  
15 to meet all of the state funding-related requirements of section  
16 25B.2, subsection 3, and no additional state funding shall  
17 be necessary for the full implementation of this Act by and  
18 enforcement of this Act against all affected school districts.

19 EXPLANATION

20 The inclusion of this explanation does not constitute agreement with  
21 the explanation's substance by the members of the general assembly.

22 This bill relates to education, including by modifying  
23 provisions related to mathematics instruction, practitioner  
24 preparation programs, and the duties of the director of the  
25 department of education (DE).

26 The bill requires the director of DE to develop and  
27 distribute to schools family-centered resources to support  
28 student development of mathematics knowledge at home and a  
29 comprehensive state mathematics plan that is designed to increase  
30 the level of mathematics proficiency attained by students.  
31 The bill also requires the director of DE to provide teachers  
32 who are employed by schools most in need of support with  
33 evidence-based professional development services related to  
34 implementing high-quality mathematics instruction. Additionally,  
35 the bill requires the director of DE to develop and publish

1 on DE's internet site a list of valid and reliable mathematics  
2 screeners that may be used by teachers to identify students  
3 enrolled in kindergarten through grade six who may require  
4 additional instruction or support in mathematics.

5 The bill requires school districts to assess all students  
6 enrolled in kindergarten through grade six at least three times  
7 each school year to determine the students' level of mathematics  
8 proficiency by administering a mathematics screener that is on  
9 the list on DE's internet site. If, as the result of the  
10 assessments, a school district determines that a student is  
11 persistently at risk in mathematics, the school district is  
12 required to take certain specified steps involving additional  
13 assessments, the development of personalized mathematics plans,  
14 and interventions. The school district is required to take these  
15 steps until the student performs at benchmark on the statewide  
16 summative assessment in mathematics or until the student performs  
17 at benchmark on an assessment, whichever occurs first. The bill  
18 defines "persistently at risk" to mean that the student has not  
19 met the grade-level benchmark on two consecutive assessments.  
20 The bill requires the state board of education to adopt rules to  
21 administer these provisions.

22 The bill provides that the state board of education  
23 is required to adopt rules requiring all higher education  
24 institutions providing practitioner preparation to include  
25 preparation in methods for teaching mathematics. The bill  
26 authorizes a higher education institution providing practitioner  
27 preparation to satisfy this requirement by requiring students who  
28 will be teaching mathematics to students enrolled in kindergarten  
29 through grade 12 to complete mathematics methods coursework and  
30 demonstrate competency in certain specified areas.

31 The bill may include a state mandate as defined in Code  
32 section 25B.3. The bill requires that the state cost of  
33 any state mandate included in the bill be paid by a school  
34 district from state school foundation aid received by the  
35 school district under Code section 257.16. The specification

1 is deemed to constitute state compliance with any state  
2 mandate funding-related requirements of Code section 25B.2. The  
3 inclusion of this specification is intended to reinstate the  
4 requirement of political subdivisions to comply with any state  
5 mandates included in the bill.

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